



SCHOOL LIFE

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N. E. A. MEETS AT CHICAGO.

**Department of Superintendence Holds Important Meeting—
Post-War Problems Calling for Solution—Other Organiza-
tions.**

With American education facing very great opportunities and equally great responsibilities; with the teaching world threatened with what conservative men are calling "the collapse of the teaching profession"; and with concrete proposals for change on every hand, the

National Education Association, department of superintendence, meets at Chicago, February 24 to March 1, under the most significant conditions that have prevailed since the national organization began, more than half a century ago.

The Department of Education bill, with its program for educational reconstruction, will be one of the chief topics of discussion. As modified in the Towner bill, Senator Smith's measure meets with favor in most quarters. There are still some points upon which educational opinion is not fully agreed, however, and these will undoubtedly come up for discussion at Chicago. The most important question, however, will be ways and means of getting the bill enacted into law at the earliest practicable moment.

The program of the department of superintendence itself opens with an evening session on Tuesday, February 25. Following addresses of welcome by local officials and a response by Commissioner Finegan, of New York, President M. L. Burton, of the University of Minnesota, will deliver the chief address, which will be on the subject "How to make the schools a more effective agent for an efficient democracy."

At the Wednesday forenoon session the general topic will be "Factors involved in the quality of instruction at present offered in our schools." Fifteen-minute discussions on salaries, training of teachers, necessity and difficulties of supervision, with a summary under the subject "What are we going to do about it?" will be presented.

"A national program for education" will be the subject Wednesday afternoon. The speakers include Superintendent John H. Beveridge, of Omaha; Commissioner Kendall, of New Jersey; President E. J. James, of the University of Illinois;

(Continued on page 16.)

HOW STATES WOULD SHARE.

**Would Not Need to Appropriate for Remainder of Year—
Cooperation in Financing Would Begin July 1—Illiteracy
Campaigns in Kentucky and Other States.**

If the Smith-Bankhead bill for the elimination of illiteracy and the Americanization of the foreign born should pass Congress this year it will not be necessary for the States to meet the Federal Government half-way in the appropriation for the remainder of the fiscal

year. The appropriation will be available for the States immediately on passage to begin the work, the half-and-half plan becoming effective July 1.

Federal aid to the States will be given in accordance with the proportion the number of illiterates and persons unable to speak English bears to the total number of such persons.

Thus, on the basis of the 1910 census, Alabama would receive \$207,050 from the Federal Government for the remainder of the year, and \$517,625 when the cooperative arrangement is established. In addition there will be a small appropriation available for the training of teachers.

Full annual appropriations for all the States, exclusive of

the teacher-training funds, are as follows (to ascertain the appropriation for the remainder of the year, take two-fifths of the amount given): Alabama, \$517,625; Arizona, \$105,037.50; Arkansas, \$212,000; California, \$268,875; Colorado, \$70,112.50; Connecticut, \$171,625; Delaware, \$26,287.50; Florida, \$126,375; Georgia, \$568,500; Idaho, \$19,450; Illinois, \$633,875; Indiana, \$155,750; Iowa, \$97,825; Kansas, \$83,750; Kentucky, \$308,250; Louisiana, \$554,750; Maine, \$64,275; Maryland, \$132,500; Massachusetts, \$456,250; Michigan, \$259,375; Minnesota, \$205,125; Mississippi, \$425,000; Missouri, \$217,125; Montana, \$48,125; Nebraska, \$70,537.50; Nevada, \$14,137.50; New Hampshire, \$62,825; New Jersey, \$389,500; New Mexico, \$104,325; New York, \$1,464,750; North Carolina, \$425,875; North Dakota, \$70,775; Ohio, \$420,000; Oklahoma, \$121,662.50; Oregon, \$39,987.50; Pennsylvania, \$1,195,750; Rhode Island, \$103,475; South Carolina, \$403,625; South Dakota, \$53,950; Tennessee, \$324,000; Texas, \$596,375; Utah, \$25,875; Vermont, \$27,875; Virginia, \$344,750; Washington, \$75,037.50; West Virginia, \$149,000; Wisconsin, \$261,500; Wyoming, \$16,625.

The Kentucky Illiteracy Campaign.

What can be done in a practical way to wipe out illiteracy is illustrated by the work of Mrs. Cora Wilson Stewart in Kentucky.

The campaign for the elimination of adult illiteracy in Kentucky started under the direction of Mrs. Stewart in 1911 in Rowan County, of which she was at that time superintendent of schools, and has been conducted throughout the State since that time and carried into many other States of the Union. Congressman Fields of that State tells the story as follows:

"Mrs. Stewart conferred with teachers of the county; they joined her; and on Labor Day of that year the teachers canvassed their respective districts and announced that on the following evening the schools would be opened to illiterate men and women of the several districts. They responded to that call surprisingly. About 1,200 came out to these schools, and the interest became so great there that it began to spread to adjoining counties, and educators of the State began to notice it. The interest of the people generally of those communities was aroused until there was an increased attendance in the public schools.

"The governor of the State and the legislature took notice of it, and the governor recommended to the legislature that an illiteracy commission be created by the enactment of appropriate laws. The commission was created, and Mrs. Stewart was appointed president of the commission by the governor, which position she still holds."

Volunteer Work in Kentucky.

In Kentucky up to this time the teachers have all been volunteers drawn mainly from the ranks of the public-school teachers. The school-teachers have gone back to their schools at night to teach illiterates without compensation. Some excellent records have been made. For instance, R. E. Jagers, teacher of Hart County, who is now superintendent of schools of that county, taught 75 illiterates in one session of the night school to read and write. As proof, he filed legible letters from each of these men and women with the Kentucky illiteracy commission. Mr. Jagers was complimented by the Kentucky delegation in Congress with a trip to Washington to witness the inauguration of President Wilson as a recognition of his work.

Rhode Island teachers are required to take a pledge of loyalty to the United States, to the State of Rhode Island, and to the American public school system.

I lar Sup.
o this is the first
letter I ever tryed
to write
I have enjoy ed the
nig ht school very good
Our school has enrolled
65 pupils with 20 beg ners
of which I am one of
the beginners.
I have attended only
five nig hts have
learned very much
during that time.
Yours truly mass
wallas

After five nights of instruction in a Kentucky moonlight school.

(The writer is a man 32 years of age.)

THE TASK OF THE SECONDARY-SCHOOL TEACHER.

The secondary-school teachers of the United States must themselves strive to explore the inner meaning of the great democratic movement now struggling for supremacy. The doctrine that each individual has a right to the opportunity to develop the best that is in him is reinforced by the belief in the potential, and perchance unique, worth of the individual. The task of education, as of life, is therefore to call forth that potential worth.

While seeking to evoke the distinctive excellencies of individuals and groups of individuals, the secondary school must be equally zealous to develop those common ideas, common ideals, and common modes of thought, feeling, and action, whereby America, through a rich, unified, common life, may render her truest service to a world seeking for democracy among men and nations.—From report of the National Education Association Commission on the reorganization of secondary education.

JUNIOR COLLEGE STATISTICS TO BE COLLECTED.

This year for the first time the Bureau of Education is attempting to compile statistics on standard junior colleges. The Commissioner of Education has sent the following letter to the presidents of such institutions:

It is very necessary that the Bureau of Education secure complete and reliable statistics from all schools of secondary or higher rank in the United States. This year for the first time we are attempting to compile statistics on standard junior colleges, covering the school year 1917-18. It is very desirable that our statistics be printed and that our reports be distributed while the information contained therein is still recent and valuable. College men and students of education everywhere demand this. Without your assistance we can not accomplish this aim.

Similar requests have been sent to officers of colleges, universities, and professional schools.

HOW THE RED CROSS HELPS IN AMERICANIZATION.

"Work With Them, Not for Them," Say Bureau Workers.

The American Red Cross is lending its powerful influence to the Americanization movement. At a conference held in Washington January 29-31, the Division Directors of Publicity of the Red Cross pledged their aid, and Col. F. C. Butler, of the Americanization Division of the Bureau of Education, submitted the following suggestions for Red Cross activities among foreign-born soldiers and their families:

GENERAL.

There are over 2,300 communities with 100 or more foreign-born residents, and American Red Cross Home Service agents probably operate in all of them. As the approach of Red Cross representatives is nonpartisan and nonsectarian, they should be able to reach and gain the confidence of the foreign-born family. Get advice and suggestions from the foreign born themselves and invite them into your councils. Work with them, not for them, in order to promote:

USE OF THE ENGLISH LANGUAGE.

A. Urge discharged non-English-speaking soldiers to continue the study of English which they had started in the camp development battalions.

B. Interest other non-English-speaking and illiterate members of soldiers' families to learn the language of America.

C. Cooperate with local boards of education and local Americanization committees in providing the necessary educational facilities and in stimulating and maintaining the attendance of members of families reached in home service work.

PREPARATION FOR AMERICAN CITIZENSHIP.

A. Advise all discharged soldiers who are not American citizens that, under a recent law, they are eligible for naturalization, and help them comply with the necessary requirements of the Bureau of Naturalization.

B. Promote an intelligent understanding of American citizenship among such discharged soldiers and members of their families by telling them of material you may have on American life and its form of government. Arrange with the local public libraries, schools, and other agencies to provide the homes with pictures of America, its parks, mountains, and national buildings, with stories of successful foreign-born and native-born Americans and with the best available American and foreign literature.

DISSEMINATION OF INFORMATION.

A. Become the information center for foreign-born soldiers and their families for official information on peace-time readjustments and laws, and issue such information through reliable interpreters, accurate translations, posters in foreign languages, and special articles for the foreign-language press.

B. Acquaint foreign-born soldiers and their families with the existing Red Cross legal aid facilities and make every effort to prevent their exploitation in financial adjustments relating to civil rights, war-risk insurance, and Liberty bonds by advising them of legal safeguards, cashing their Government checks, and furnishing them with the names of reliable local brokers and banks when Liberty bonds and war-savings stamps must be cashed. With many foreign-born persons planning to return to their native countries when the traveling restrictions are lifted, special effort should be made to prevent their exploitation in dealing with steamship ticket agents, immigrant bankers, real-estate and investment dealers, and medical quacks. We must try to prevent any bitterness during their last days in this country as our future interests and obligations will be largely based on the goodwill of the races and nations represented by these outgoing aliens.

ESTABLISHMENT OF PERSONAL RELATIONSHIPS WITH FOREIGN-BORN WOMEN.

A. In the home make a special effort to secure the confidence of the wives and sisters of foreign-born soldiers still in the service, as they lack the knowledge, experience, and self-confidence of native-born women. Become the "domestic educator" of the foreign-born home in matters of home sanitation, personal hygiene, use of American foods, child welfare, etc. Only through such friendly relationships can you convince them, for instance, that wounded relatives, when discharged, should continue vocational training commenced in the hospitals.

B. Outside the home provide social occasions, in cooperation with other agencies, at which they can meet American women and exchange ideas, so that when the soldier (who has made so many new American contacts while in the Army) returns to his home he will find an American environment there.

C. Facilitate their difficult industrial readjustments from the home to the factory and as discharged soldiers are re-employed the latter return to the home. See that they receive consideration, protection, and just treatment, and that they understand the reason for the change.

Good schools cost money.

POST-WAR PROBLEMS IN ELEMENTARY EDUCATION.

I. What changes in the aim, content, and method of elementary education are required for greater occupational efficiency, for better citizenship in our larger democracy, and for the development of more perfect manhood and womanhood?

II. Do these results admit of measurement and can educational effort to accomplish them be checked up? What are the problems in this field?

III. What changes, if any, in the organization and administration of the elementary school are necessary to obtain these results?

These are suggested questions for the post-war conference on elementary education, to be held at Chicago February 24. To assist the discussion Frank F. Bunker, chief of the division of city schools, Bureau of Education, makes the following points:

It would seem that the war has served to make clear two important educational conceptions, at least:

1. That our public schools are not merely local institutions serving local needs alone, as some have thought, but that they are units of a national instrument, entrusted to towns and cities to be administered, but created primarily in order that the welfare of the nation shall be promoted.

2. That the great need is for an output from our schools which shall be characterized by an all-round efficiency, controlled and guided, however, by high moral ideals.

The call for the conference refers particularly to recent articles by Charles W. Eliot and Nicholas Murray Butler.

KINDERGARTNERS STUDYING PRIMARY CURRICULUM.

Preparation of a primary curriculum will be discussed at several conferences to be held by the Bureau of Education Committee of the International Kindergarten Union during the meeting of the Department of Superintendence in Chicago, February 24 to March 1. A subcommittee has been appointed to formulate a curriculum based upon the kindergarten curriculum which has already been prepared by another subcommittee.

Reports will be read from the committee in charge of the inquiry concerning child training courses in women's colleges and by the committee in charge of the inquiry concerning social welfare work participated in by kindergarten teachers.

Cheap school buildings and low salaries for teachers are the most expensive kind of education.

PUT BOOKS WHERE PEOPLE "FALL OVER THEM."

**Massachusetts Librarian Says Libraries
Can Guide the Taste of Their Readers—
Most Patrons of a Library Read
What They See Close at Hand.**

How libraries may guide the reading habits of their patrons and thereby increase their influence for good in the community is indicated by Harlan H. Ballard, librarian of the Berkshire Athenaeum, Pittsfield, Mass., in a letter to the Commissioner of Education.

Mr. Ballard gives the results of an inquiry he made some time ago as to why readers select the particular books they take. Mr. Ballard says:

"I had some thousands of slips printed after the following fashion:

I chose this book because—

- A. It was suggested by a friend.
- B. I was influenced by the name of the author.
- C. I was interested in the subject.
- D. I had read notices of the book in magazines or newspapers.
- E. It was recommended by some one in the library.
- F. Any other reason.

"These blank slips were sent in quantities to public libraries in Massachusetts with a request that for a period of at least one week each person drawing a book should be asked to check the reason which led to the selection of that particular book.

"After these slips had thus been checked they were returned to us and the results were tabulated.

"It appeared that during that time the choice of those who checked the slips was influenced as follows:

	Per Cent.
A. Recommendation of friend.....	5
B. Author's reputation.....	34
C. Interest in subject.....	3
D. Printed reviews and advertisements.....	5
E. Influence of library, one-half of 1 per cent.	

"Then there was a jump of 74 per cent; and the reason that had determined the choice of nearly three-fourths of the books drawn was one that had not previously occurred to me.

"This dominant reason was written in the blank 'E,' under 'Any other reason,' and was to this effect:

'I took this book because it was nearest my hand.

'Because it was easiest to get.

'Because I saw it lying on the desk.'

"I was astounded and mortified, but aroused to experimental action.

"I removed from easy access the newest books, and the popular fiction.

"I had a large table set in front of the delivery desk, and divided it into 10 sections corresponding to the 10 grand di-

visions of Dewey's Classification (which we happen to use), and gave instructions to have the first 20 volumes under each subject, 'Philosophy,' 'Religion,' 'Sociology,' etc., set in order on this table for three days; then to be removed, and succeeded on the table by the next 20 under each subject, and so on, until the entire library should be rotated before the eyes of the public, thus giving every book its chance of being chosen and read.

"At the end of the first year I was advised by our delivery clerk that more than 30,000 books had been drawn from that table; and I am very sure that I know of no other plan by which the reading of more than 5 per cent of that number could have been induced.

"We have slightly modified this method since that time by taking for the table display books, determined, not by the exact order of rotation, but by that order modified by our judgment of fitness, adaptation to current events, local celebrations, lectures, discussions, etc., and also by

varying in particular cases the number of days during which a particular book shall be thus prominently set in the glare of publicity. For instance, if a book of commanding importance comes along I may say to the lady in charge 'Leave that book on the table until some one takes it.'

"This plan has been adopted by several of our larger libraries, and the reports of its successful working are uniform and gratifying. It has two merits: (1) It works, (2) no one can resent it as an intrusion upon his individual judgment of what he ought to read.

"So that the one suggestion I have to offer is that you induce libraries to try out for themselves this way of indirectly, but powerfully, shaping the reading habits of their patrons, and that they give to such particular books as are regarded as most immediately important a prominent place, for a reasonable time, on a table, or in a case in front of the charging desk, where every person drawing books will, so to speak, 'fall over them.'"

LABOR ON EDUCATION.

[From the American Federation of Labor reconstruction program.]

Education must not be for a few, but for all our people. While there is an advanced form of public education in many States, there still remains a lack of adequate educational facilities in several States and communities. The welfare of the Republic demands that public education should be elevated to the highest degree possible. The Government should exercise advisory supervision over public education and where necessary maintain adequate public education through subsidies without giving to the Government power to hamper or interfere with the free development of public education by the several States. It is essential that our system of public education should offer the wage earners' children the opportunity for the fullest possible development. To attain this end State colleges and universities should be developed.

It is also important that the industrial education which is being fostered and developed should have for its purpose not so much training for efficiency in industry as training for life in an industrial society. A full understanding must be had of those principles and activities that are the foundation of all productive efforts. Children should not only become familiar with tools and materials, but they should also receive a thorough knowledge of the principles of human control, of force and matter underlying our industrial relations and sciences. The danger that certain commercial and industrial interests may dominate the character of education must be averted by insisting that the workers shall have equal representation on all boards of education or committees having control over vocational studies and training.

To elevate and advance the interests of the teaching profession and to promote popular and democratic education, the right of the teachers to organize and to affiliate with the movement of the organized workers must be recognized.



RURAL · EDUCATION

ITEMS OF SIGNIFICANCE IN RURAL SCHOOL PROGRESS



CONNECTICUT SEEKS TO IMPROVE SCHOOLS.

In response to instructions from the Connecticut Board of Education, Henry C. Morrison, assistant secretary, recently submitted a "draft of a plan for needed improvement in the school system."

Mr. Morrison points out that the body of laws under which the public schools are governed and administered, in Connecticut as in most of the older States, is to-day a mass of more or less unrelated statutes which have accumulated in the process of a legislative history of more than 250 years.

When the school laws were laid down, people prevaillingly were reared, lived, and died in the community in which they were born. The need of public education was recognized very early in colonial history, but if any community neglected its duties in this direction it was itself the chief sufferer to a much larger extent than to-day. To-day, seldom is any adult found living in the same community in which he was born. If his home town was unable or neglected to maintain efficient schools some other town reaps the consequences.

"Efficient public schooling can not safely be left to the chance of local initiative," says Mr. Morrison. "Public safety requires adequate devices for guaranteeing good schools everywhere.

"The opposite of extreme localism in school government is extreme centralization. The whole course of history shows that administration from a distance tends inevitably to become bureaucratic and stagnant. The rational thing is such a combination of local administration and State control under definite legal enactment and sanction as will preserve the flexibility and efficiency of good local administration and at the same time guarantee that no community will neglect its schools.

"Such a balance this plan attempts to achieve.

"The root of Americanism is equality of opportunity. The American democracy has hardly ventured to propose more. But its very existence as a democracy is predicated on achieving that much. Unless you offer the individual equal educational opportunity in his youth wherever he is born, you fail at the outset in the very foundation of democracy. Inequalities of educational opportunities as between local communities have become notorious. Most States have attempted to mitigate if not abolish them. No State has yet succeeded. The most common cause of such inequalities is to be found in the great differences of wealth which have come to exist between municipal corporations. Various forms of State aid for schools mitigate

temporarily, but do not abolish inequalities so arising. The only possible and rational cure is the taxation on the entire wealth of the State for the schooling of all the children of the State." An outline of Mr. Morrison's plan is given elsewhere on this page.

PROGRESS IN NORTH CAROLINA.

Educational progress in North Carolina during the 17 years of Dr. Joyner's administration is reviewed in an article by L. A. Williams in the High School Journal.

Improvement has been especially marked in rural education. During the 17 years the total fund available for rural schools has increased more than fourfold. The average rural term is now nearly 50 per cent longer than when Superintendent Joyner came into office. The average annual salary of white rural teachers has more than doubled, while the average annual salary for colored rural teachers has been increased from \$85 to \$135. County superintendents now receive on the average more than three times as much as they did in 1902, and the total value of rural school property has increased from \$1,000,000 to \$7,000,000. The library facilities have increased by tenfold both as to number of libraries and number of volumes.

The increased interest in public education during his administration is shown by the fact that the average daily attendance in all schools throughout the State has increased from 354,652 to 432,396; the percentage of enrollment in average daily attendance from 59 to 65; the number of local tax districts from 227 to 2,000. Interest in secondary education had to be created, established, and then projected with the result that the State now has 257 public high schools and 20 farm life schools in the place of no public-supported secondary schools in 1902. Moreover, a recent decision of the supreme court makes the high school a part of the common school system.

A more unified and better coordinated State system; better trained teachers; more expert and constructive supervision; a more modern and greatly enriched course of study; a more determined and vigorous attack upon illiteracy; a larger office staff; a more complete understanding of the relation of the country school to country life; an ever-broadening conception of the secondary school as a component part of the State public school system; these are some of the things claimed for the period from 1901 to 1918. Dr. Joyner was succeeded as State superintendent by E. C. Brooks, professor of education in Trinity College, on January 1, 1919.

HOW CONNECTICUT PROPOSES TO IMPROVE SCHOOLS.

[From H. C. Morrison's draft of a plan, Jan. 15, 1919.]

1. The running expenses of schools to be borne by the State.

2. Schools to teach a uniform minimum program calculated primarily for the effective education of citizens, and to add to that such further instruction as will meet local needs. Schools of uniform standard of excellence throughout the State for all children are contemplated.

3. The management of schools retained in local hands, subject to enforcement of the school law by the State.

4. Local school committees are left free to make their schools as efficient as possible, the State paying all bills for upkeep and maintenance. For instance, any school committee may employ the best teachers in the United States if it can get them, and if found by the State to be according to specifications, their salaries will be paid, whether the district hiring them is Bridgeport, Hartford, or New Haven, or the smallest and poorest town in the State.

5. Buildings of approved standard to be furnished and kept in repair by the local district.

"SLOUCHINESS" AMONG HIGH-SCHOOL STUDENTS.

Chicago Conference Will Consider Charge Brought Against Schools by Military Observer.

That "slouchiness" was the most common fault of young men as observed in the officers' training camps, and that this can be corrected in the schools and colleges, is the contention of a military observer, as reported by Adj. Gen. H. P. McCain. The matter will be considered at the elementary school conference at Chicago, February 24, under the auspices of the Bureau of Education.

Analyzing the probable causes of the rejections of candidates for reserve officers' training camps, Gen. McCain said:

"Perhaps the most glaring fault noted in aspirants to the Officers' Reserve Corps and one that might be corrected by proper attention in our high schools, preparatory schools, and colleges, might be characterized by the general word 'slouchiness.' I refer to what might be termed a mental and physical indifference. I have observed at camp many otherwise excellent men who have failed because in our school system sufficient emphasis is not placed upon the avoidance of this mental and physical handicap. In the work of the better Government military schools of the world this slackness in thought, presentation, and bearing is not tolerated because the aim of all military training is accuracy. At military camps throughout the country mental alertness, accuracy in thinking and acting, clearness in enunciation, sureness and ease of carriage and bearing must be insisted upon, for two reasons: That success may be assured as nearly as human effort can guarantee it with the material and means at hand, and that priceless human lives may not be criminally sacrificed. Only by the possession of the qualities referred to does one become a natural leader.

"A great number of men have failed at camp because of inability to articulate clearly. A man who can not impart his idea to his command in clear, distinct language, and with sufficient volume of voice to be heard reasonably far, is not qualified to give commands upon which human life will depend. Many men disqualified by this handicap might have become officers under their country's flag had they been properly trained in school and college. It is to be hoped therefore that more emphasis will be placed upon the basic principles of elocution in the training of our youth. Even without prescribed training in elocution, a great improvement could be wrought by the instructors in our schools and colleges, re-

gardless of the subject, insisting that all answers be given in a loud, clear, well-rounded voice; which, of course, necessitates the opening of the mouth and free movement of the lips. It is remarkable how many excellent men suffer from this handicap, and how almost impossible it is to correct this after the formative years of life.

"In addition to this physical disability and slouchiness is what might be termed the slouchiness of mental attitude. Many men fail to measure up to the requirements set for our officers' reserve because they have not been trained to appreciate the importance of accuracy in thinking. Too many schools are satisfied with an approximate answer to a question. Little or no incentive is given increased mental effort to coordinate one's ideas and present them clearly and unequivocally. Insistence upon decision in thought and expression must never be lost sight of. This requires eternal vigilance on the part of every teacher. It is next to impossible for military instructors to do much to counteract the negligence of schools in this regard. This again has cost many men their commissions at camp. Three months is too short a time in which to teach an incorrigible 'beater-about-the-bush' that there is but one way to answer a question oral or written, and that is positively, clearly, and accurately. The form of the oral answer in our schools should be made an important consideration of instruction.

"I have further noted at camp that even some of our better military schools have turned out products that while many of them may have the bearing of a soldier in ranks, yet their carriage is totally different as soon as they 'fall

out.' Schools, military and nonmilitary, should place more insistence upon the bearing of pupils all the time. It should become a second nature with them to walk and carry themselves with the bearing of an officer and a gentleman. This again is a characteristic that can not be acquired in a short time and, when coupled with other disqualifying elements, has mitigated against the success of men in training camps.

"As a last important element that seems to me has been lacking in the moral and mental make-up of some of our students here is the characteristic of grit. Not that they would have proved cowardly in battle, necessarily, but some have exhibited a tendency to throw up the sponge upon the administration of a severe rebuke or criticism. Their 'feelings have been hurt' and they resign. They have never been taught the true spirit of subordination. They are not ready for the rough edges of life. The true training school should endeavor to inculcate that indomitable spirit that enables one to get out of self, to keep one's eyes fixed upon the goal rather than upon the roughness of the path, to realize that one unable to rise above the hard knocks of discipline can not hope to face with equanimity the tremendous responsibilities of the officer under modern conditions of warfare. This ideal of grit belongs in the schoolroom as well as upon the campus."

Harvard will award the A. B. and B. S. degree "honoris causa" to students who have been in the military service and have completed 12 courses, or three-fourths of their full college course.

SCHOOL OFFICERS AND EDUCATIONAL RECONSTRUCTION.

It is to the county and city superintendents we must look for the leadership and vision necessary to shape and reorganize our school system to meet the needs of a reconstructed world. Ours is an opportunity such as has come to no previous generation of school people. The educational institutions of our time are called upon to meet the needs of a world sadly shattered by war and consciously seeking the means for reconstruction. Democracy, having risen to a height hitherto undreamed of, has gained a new and broader vision of the things it must do for human kind. Having spent its 40 days in the wilderness, and been sorely tried and tempted, democracy is walking abroad in the world to-day seeking apostles who will make real her vision of a new and better world. And I believe that education is the greatest, the most potent means for realizing that wonderful vision of democracy in which the common man will be exalted, and yet no man cast down or kept from aught that is his own.—State Superintendent Will C. Wood, California.

School Hygiene and Physical Education

HEALTH SUPERVISION IN VIRGINIA.

The first clause of the new Virginia health inspection law empowers the boards of supervision "to make direct appropriation out of the public funds of the county—to provide for the inspection of school children, and the employment of a school nurse to visit the schools and the homes in an effort to prevent the spread of disease, and to provide for the treatment of many ailments which, if allowed to continue, will result disastrously to the pupils."

The second clause places the money appropriated by a board of supervisors to the credit of the county school board, to be spent in the employment of a nurse or physician. It also provides that "the said nurse or physician shall not be employed or contracted with by the said school board until the person or persons to be employed have been approved by the health commissioner of the Commonwealth."

The third clause requires normal schools to give to their students a course in preventive medicine, and medical inspection of school children as a compulsory course for graduation.

During the month of January Dr. W. P. Caton, medical director of the Virginia State Board of Health for Warren County, inspected the Front Royal High School. Out of a total of 346 pupils examined 281, or 81 per cent were found to have decayed teeth; 54, or 15.6 per cent had defective vision; 87, or 25 per cent were suffering from enlarged tonsils; 35 pupils with adenoids were found, and 26 pupils with defective hearing.

Through the boards of health, and physicians and nurses employed, many of the cities in Virginia are already taking care of the health of their school children. Others have not yet begun the work. Little has been done, however, in the rural districts, although it is here that the need is greatest.

Only about 10 per cent of the counties in Virginia are now employing a physician and nurse to inspect the children of the schools. In a few of these good work is being done, and better results may be expected in the future.

In commenting on the new law the University of Virginia News Letter says:

"The way for medical inspection of school children has now been provided, and it remains for the proper authorities to take quick advantage of the opportunity. Upon them must the blame rest for failure to act. The proper encouragement

must be given by an educated public opinion. Ignorant opposition, inertia and inefficiency are the opposing forces to be overcome."

PHYSICAL-EDUCATION CONFERENCE AT CHICAGO.

A conference on physical education will be held in Chicago, February 27, at 2 p. m., in the French room, Congress Hotel. The essential question before the conference will be Federal legislation for physical education.

This conference originated a year ago at the Atlantic City meeting of the de-



A poster containing this recently adopted symbol of the School Hygiene Division of the Bureau of Education can be secured by any school using the Bureau's health chart.

partment of superintendence. At that time a platform was adopted calling for State and Federal legislation for physical education. The Commissioner of Education was requested to appoint an organizing committee to put the platform into effect. In April this organizing committee was appointed, with Dr. A. J. McKelway as chairman and Dr. W. S. Small as secretary pro tem. Thus was organized tentatively the National Committee on Physical Education.

The death of Dr. McKelway robbed the committee of its executive and disarranged plans for further organization and action. In the intervening months, however, a good deal has been accomplished in preparation for a systematic campaign to put into effect the platform as adopted. The Playground and Recreation Association, at the request of the National Committee on Physical Education, has established a Physical Education Service. There has been publicity work; the support of a number of im-

portant national organizations has been assured; legislation in about a dozen States is being helped along; a bill for Federal aid to physical education was drafted and was sent to all members of the last year's conference and to other interested parties. On the basis of criticism received, the bill has been revised and is ready for presentation.

SETTING-UP DRILL IN A MICHIGAN HIGH SCHOOL.

"Oh, how I hate to get up in the morning!" has no terrors for the boys and girls of Monroe, Mich. Every school day at 7.30 a. m. the high-school students gather on the campus, the girls in gym suits at one end and the boys in uniform at the other, for a vigorous half hour of Swedish exercises, closing just in time for 8 o'clock classes.

The work is purely voluntary, yet 60 girls out of an enrollment of 115 and 60 boys out of an enrollment of 100 have not missed a morning since the work started in September. A few days, when the weather was bad, the girls took their exercises in the gymnasium, but only once have the boys been driven indoors, notwithstanding the thermometer several times stood well down toward zero. These exercises are in addition to the regular physical-training classes given throughout the day.

INSTRUCTION IN MOTHERHOOD.

Instruction in problems of motherhood have been requested by a cooperating group of women's organizations in Maryland. The resolutions state:

Whereas it is our opinion that educational work open to the public in regard to problems of maternity is very much needed in this community.

Whereas we are looking forward with much interest to the coming activities of the newly organized School of Public Health and Hygiene of the Johns Hopkins University; Now, therefore, be it

Resolved, First, that the executive officers of said School of Public Health and Hygiene be, and they are hereby, requested to provide for next year and thereafter lectures and other forms of instruction open to the public on the subject of maternity; second, that copies of this resolution be sent to the executive officers of said School of Public Health and Hygiene.

The necessity for education has increased and will continue to increase with the advance in the complexity of the processes of civilization.

SCHOOL LIFE

Official Organ of the United States
Bureau of Education, Department
of the Interior.

Franklin K. Lane, Secretary of the Interior.
P. P. Claxton, Commissioner of Education.

Terms: SCHOOL LIFE is mailed free to State, city, and county superintendents, principals of high schools, and a few other administrative officers. Additional subscriptions, 50 cents a year.

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A REALLY NATIONAL PROBLEM.

Figures just compiled by the Surgeon General of the Army show that the illiteracy situation is even worse than the census of 1910 indicated, and that the estimate of eight and a half million persons in the United States over 10 years of age who can not read a newspaper, billboard, car card, sign, booklet, or letter in the American language is a modest one.

The war has demonstrated some of the dangers from large numbers of foreign-born persons who have not been assimilated or Americanized. It has also brought to light thousands upon thousands of native-born Americans who can not read or write.

These illiterates and aliens outnumber all the people in Nevada, Wyoming, Delaware, Arizona, Idaho, Mississippi, Vermont, Rhode Island, North Dakota, South Dakota, Oregon, Maine, Florida, Connecticut, and Washington combined.

They exceed the total population of the Dominion of Canada. As voters their ballots will outweigh the influence of Greater New York, Philadelphia, and Chicago in national affairs.

Such people must be educated at least sufficiently to read the Constitution of the United States and American newspapers and to know something of what it means to be an American.

This problem is national. The South leads in illiterates. The North leads in non-English speaking. Seventeen and one-fourth per cent of the people of the East South Central States are illiterate, but 15.8 per cent of the people in Passaic, N. J., can not read, speak, or write English. Sixteen per cent of the people of the South Atlantic States are illiterate,

and so are 13.2 per cent of the people of Lawrence and Fall River, Mass.

Can not the Nation and the States, working together, fix this thing immediately and fix it so it will never be a problem again?

VISUAL AIDS TO EDUCATION.

While from Comenius down educators have recognized the value of the eye appeal in school instruction, nevertheless, the development of practicable plans for systematizing and making available to the school the wealth of material in the field of visual representation has been accomplished only within the past two decades.

Twenty years ago penny reproductions of great paintings brought the masterpieces of fine art into the schoolroom, thereby greatly increasing the appreciation of good pictures. About 12 years ago the commercial possibilities of employing the lantern slide and the stereograph in the schoolroom were recognized. A plan was projected which has resulted in the assembling of slides and stereographs covering the world's important features—geographical, historical, agricultural, industrial, artistic. These have been grouped in sets and classified for school use by an editorial board of distinguished educators and specialists at whose head is Charles W. Elliot.

The educational possibilities of the moving-picture film were quickly recognized, but successful plans for the systematic use of films were not forthcoming until within the past 5 years. In 1913 Wisconsin University organized an educational film service for the State which, in modified form, has been accepted by other States. The tendency, as the movement has developed, has been to establish in connection with State departments of education a division charged particularly with the task of collecting and distributing not only films but other types of visual aids to education as well. To supplement such State collections many of the larger cities are organizing divisions of their own and supporting them by drawing upon their own school funds.

In all this work, however, it can not be too strongly emphasized that mere observation of passive character is of little educational worth. The value of this work, just as with other types of instructional content, depends upon the preparation made through preliminary and preparatory study; the degree of discriminating attention secured; and the reaction in terms of discussion, conclusion, and application that follows. The inadequacy of passive observation is well brought out by Mr. Abrams, head of the

division of visual instruction, New York City school department. He says:

"Much has been properly claimed for the educational value of pictures. They may stimulate interest; but this amounts to little unless it leads to effort. Most subjects may be made clearer and more vivid by a graphic or pictorial presentation, but the need still exists of testing the learner's comprehension and fixing the impression in the mind.

"The approach to the study of a topic through the aid of pictures should be the same as a laboratory exercise in physics and biology. The exercise should have for its aim the teaching of a certain truth or truths. Particular observations should be made by the pupil and clearly and accurately reported by him. Some conclusion or generalization should follow. In other words, visual instruction should be reduced to a pedagogical method."

A WOMAN, THE SCHOOLS, AND PROHIBITION.

Mary Hanna Hunt was born in Connecticut, was educated in Patapsco Institute near Baltimore, married in Massachusetts and lived to a ripe old age, dying in 1906. About 1875 she was attracted to the study of the effects of alcoholic drinks and narcotics upon the human system. The result of this study was an enthusiasm for scientific temperance instruction. It occurred to her to make a "drive" on legislatures to induce them to write into the law a compulsory provision that physiology and hygiene, "with special reference to the evil effects of alcoholic drinks and narcotics," be taught in every public school.

The full story has never been told of how this woman went over the country appearing before legislative committees and urging the acceptance of her plan. In the early eighties the results of her efforts began to be apparent, and by 1887 the propaganda had taken root in every part of the country. An investigation of the subject made by the Bureau of Education in that year showed that 24 States then required temperance instruction in their schools and that, by act of May 20, 1886, Congress had required such instruction in the District of Columbia and in Territories which have since been organized into 10 additional States. Of the 14 remaining States, all except one had made the requirement by 1900, and that one has since followed suit.

It is quite possible that those who appear to have been mystified by the alacrity with which State legislators ratified the Federal prohibition amendment may get some light from the story of Mary Hanna Hunt and compulsory teaching against alcoholics in the public schools.

The first essential to national preparedness is a complete system of physical education.

NEW BOOKS ON EDUCATION

The Higher Learning in America. A memorandum of the conduct of universities of business men, by Thorstein Veblen. New York, B. W. Huebsch, 1918. 286 p. 12°.

A critical treatment of such topics as: The place of the university in modern life, the governing boards, the academic administration, academic prestige and the material equipment, the academic personnel, the portion of the scientist, and vocational training.

The author's thesis is that "Business principles take effect in academic affairs most simply, obviously, and avowably in the way of a businesslike administration of the scholastic routine, where they lead immediately to a bureaucratic organization and a system of scholastic accountancy. In one form or another some such administrative machinery is a necessity in any large school that is to be managed on a centralized plan, as the American schools commonly are, and as more particularly they aim to be.

"The immediate and visible effect of such a large and centralized administrative machinery is, on the whole, detrimental to scholarship, even in the undergraduate work, though it need not be so in all respects and equivocally, so far as regards that routine training that is embodied in the undergraduate curriculum.

"The underlying businesslike presumption appears to be that learning is a merchantable commodity, to be produced on a piece-rate plan, rated, bought, and sold by standard units, measured, counted, and reduced to staple equivalence by impersonal, mechanical tests. In all the bearings the work is hereby reduced to a mechanistic, statistical consistency, with numerical standards and units, which conduces to perfunctory and mediocre work throughout, and acts to deter both students and teachers from a free pursuit of knowledge, as contrasted with the pursuit of academic credits. So far as this mechanistic system goes freely into effect it leads to a substitution of salesmanlike proficiency—a balancing of bargains in staple credits—in the place of scientific capacity and addition to study."

The Development of Free Schools in the United States as illustrated by Connecticut and Michigan. By Arthur Raymond Mead. New York City, Teachers' College, Columbia University, 1918. 236 p. tables. 8°. (Teachers' College, Columbia University. Contribution to education, no. 91.)

A study of Connecticut and Michigan school history to show the development of the free-school idea in the United States.

The author says: "The typical public school of the United States is a free school. It is free in that it charges no tuition fees to resident pupils. However, it is a matter of common knowledge that in an earlier period tuition was one of the means of school support. This was certainly true of all States east of the Mississippi River, except Maine and Wisconsin, and actually, if not legally, may have been true of them also. A few States west of the Mississippi used tuition as a means of school support. Striking examples are Iowa, California, and Texas.

"This development of free schools in the last century consisted not only of changes in the schools themselves, but also of changes in public opinion about the function, the organization, and the administration of the public school. Since our schools depend upon public opinion, the investigation of this evolution to ascertain its causes, tendencies, and results may help us to understand better the present problems of education in our democracy.

The Free School Idea in Virginia before the Civil War. A phase of political and social evolution, by William Arthur Maddox. New York City, Teachers' College, Columbia University, 1918. 225 p. 8°. (Teachers' College, Columbia University. Contributions to education, no. 93.)

An attempt to assemble and interpret new documentary evidence upon the evolution of the common free school in Virginia.

"Virginia should not be condemned because it was not like the Industrial States; nor should its apologists cite the glory of the university and gloss over the very significant struggle for popular education that characterized the Old Dominion during the first decades of the nineteenth century. Virginia before the war did not succeed in creating a centralized State system, supported by compulsory public taxation, but it would be equally wrong to say that it was a laggard among the States. One should approach this period with the assumption that ante bellum Virginia evolved the foundations, at least, of a common free-school system and moved, perhaps, as rapidly to a democratization of its institutions as did any of the agricultural sections of the American States.

Forty Years of the Public Schools in Mississippi, with special reference to the education of the negro. By Stuart Grayson Noble. New York City, teachers' college, Columbia University, 1918. 142 p. tables. 8°. (Teachers' college, Columbia University. Contributions to education, no. 94.)

It is frequently asked: Do southern people believe that the negro can and should be educated? What facilities have been provided for this purpose? Is the trend of public sentiment toward providing more adequate means for his education? Is the negro child being discriminated against in the distribution of school funds? Does the progress of the race in the past 50 years justify the efforts that have been put forth to educate the negro?

In an effort to answer these questions the author has undertaken to trace the history of public education in the typically Southern State of Mississippi, taking pains at every stage in the progress of the narrative to inquire what southern white people have thought and done about the education of the negro.

The New Teaching, edited by John Adams * * * 2d ed. London, New York, etc., 1919. 428 p. 8°.

"In this book we are concerned with the teaching of the various subjects of the school

curriculum, and we may fairly claim to be excused from discussing the educational values of the different studies, though the writers will, wherever necessary, indicate the educational bearings of the methods they describe. Their purpose is to give as full and as accurate a description as they can of the actual conditions under which instruction is given in the subjects they have undertaken to treat. As experts, they give an account of the latest developments of the teaching of their subjects, and in particular they deal with material aids—books and apparatus of all kinds—available for use in the classroom."

A stimulating book on the teacher's daily task.

RECENT PUBLICATIONS OF THE BUREAU OF EDUCATION.

Vocational Guidance and the Public Schools, by W. Carson Ryan, Jr. Washington, Govt. print. off., 1919. 151 p. 8°. (Bulletin 1918, no. 24.)

Attempts to give an account of the vocational-guidance movement as affecting public schools. Gives history of the movement, summarizes studies of school leaving and employment since 1906, describes available literature on the different vocations and methods of utilizing it in schools, outlines vocational-guidance plans in typical centers, and analyzes recent English experience in vocational guidance with relation to problems in the United States.

"Those who have watched the vocational-guidance movement," says the author, "have seen it broadening out until, originally signifying little more than the giving of limited counsel to individual seekers for employment, it has come to mean an important program affecting fundamentally both education and industry. Educationally, vocational guidance is bound up with vocational training, pre-vocational education, continuation school work, the cooperative plan of half-time work, the Gary plan, and the junior high school, and, like most of these, it presupposes a complete remaking of education on the basis of occupational demands. Industrially it involves placement, employment supervision, specific attention to such problems as labor turnover in industry, and the education of employers and the public to the possibilities of guidance as a public function to be carried out through the school."

A Manual of Educational Legislation for the Guidance of Committees on Education in the State Legislatures. Prepared under the direction of the Rural Division. 68 p. maps, diagrs. 8°. (Bulletin 1919, no. 4.)

Provides facts for legislative committees on education in the various States. Gives data on school subjects, such as types of State and county school organization, school census, compulsory ages, length of school term, consolidated schools, rural high schools, State and county taxation, physical education, school grounds and buildings, preparation of teachers, certification of teachers, teachers' salaries and retirement pensions, school textbooks.

REVIEW OF RECENT ACTIVITIES IN BEHALF OF AMERICANIZATION.

[From report of the Division of Immigrant Education, Bureau of Education, in the annual statement of the Commissioner of Education, 1918.]

War Conference on Americanization.

To assist in placing Americanization before the country as a war measure, the Secretary of the Interior called a conference on April 3, 1918, of all the governors, chairmen of State defense councils, and presidents of industrial corporations and chambers of commerce. About 300 persons attended this conference. Resolutions were adopted calling upon Congress to appropriate adequate funds to the respective Federal departments doing Americanization work, indorsing the principle of Federal aid in Americanization to States and communities, urging industrial and commercial organizations to cooperate with Federal and State authorities in a nation-wide plan, and recommending that all elementary instruction in all schools be conducted in the English language.

The clearing-house service has been considerably extended during the year. The variety of publications distributed covers a greater range. Over 100,000 circulars, news letters, schedules of operation, and schedules of standards and methods were sent out. Over 100,000 individual enrollment blanks were disseminated for the signature of individuals who desire to enroll in the Americanization campaign. About 25,000 bulletins, pamphlets, and other printed material were distributed, together with a large quantity of "America First" and flag posters.

Committee of One Hundred.

The Advisory Council on Americanization, known as the National Committee of One Hundred, which was appointed by the Commissioner of Education on September 1, 1916, has expanded its representation to include a greater number of industrial men and foreign leaders. Its activities now cover a larger field. Its principal activity during the past year has been the formulation of two bills, one working out the principle of Federal aid to the States for Americanization work and the other calling for funds to carry out the war Americanization plan. The legislative committee has spent a great deal of time and effort on these bills. The legislative committee also was instrumental in drafting and securing the passage of three bills in New York State providing for compulsory attendance of non-English-

speaking persons between 16 and 21 years of age and providing for compulsory maintenance of educational facilities for their instruction and also for the training of teachers. A model bill for compulsory attendance has been drafted and furnished to several State school authorities and legislatures. The committee now has headquarters in New York City.

Patriotic Agencies.

Special effort has been placed on the coordination and correlation of the varied activities of unofficial agencies, such as patriotic organizations, women's clubs, civic associations, fraternal orders, councils of defense, and Americanization committees. Special cooperative plans have been worked out with the American Bankers' Association, Scottish Rites, Pennsylvania State Department of Labor and Industry, National Committee of Patriotic Societies, Philadelphia Chamber of Commerce, and a great many other local chambers, with a large number of industrial corporations, with the New York State Department of Education and local superintendents of schools, and with about 25 patriotic societies and civic associations. The activities for many of these have been correlated with the national plan of Americanization as put out through the Council of National Defense.

Other activities include the preparation of over 15 new circulars of information and schedules of operation for official and unofficial agencies, and research into the educational activities of industrial corporations and chambers of commerce.

Special Work With Foreign Born.

On May 2, 1918, the Secretary of the Interior accepted a proposal from the National Americanization Committee of New York for the extension of the bureau's work in Americanization with a special view to extending the work of education among the foreign-born population of the United States, in order to give them a knowledge of the industrial requirements in this country, of the history and resources of the country, of our manners and customs, and of our social, civic, economic, and political ideals, and through cooperation with loyal leaders of racial groups to win the full loyalty of these people for the United States and their hearty cooperation in the war for freedom

and democracy. All employees are selected by the Commissioner of Education and appointed by the Secretary of the Interior. Some of the immediate objects of this new work are the following:

1. To give the immigrant better opportunities and facilities to learn of America and to understand his duties to America.
2. To unite in service for America the different factions among the several racial groups and to minimize in each race the antagonism due to old-country conditions.
3. To cement the friendships and discourage the enmities existing among races and to bring them together for America.
4. To bring native and foreign born Americans together in more intimate and friendly relations.
5. To give native-born Americans a better understanding of foreign-born Americans.
6. To develop among employers a more kindly and patriotic feeling toward foreign-born workmen.
7. To encourage the foreign-born Americans to assist in the work of Americanization and to develop a more patriotic feeling toward the work in which they are engaged.
8. To develop the school as the center for Americanization work for all alike.

THE CULT OF THE SECOND BEST.

[Editorial in the High School Journal, North Carolina, February, 1919.]

The other day one of our superior court judges resigned in order to go back to his law practice. He gave as the reason for his action the fact that the low salary (\$3,250 plus \$750 for traveling and other necessary expenses) would not enable him to support his family.

A little more than a year ago a State superintendent of public instruction in a southern State resigned his office, which paid only \$3,000 a year, in order to accept a county superintendency in the same State at \$5,000. This speaks well for the progressive county that could command the services of a capable head of its school system.

North Carolina's unwillingness to keep its ablest lawyers on the bench, and Alabama's attitude of mind regarding the head of her public school system call for no printable comment. We might as well add the same is true of North Carolina's parsimonious economy regarding the salary of her State superintendent of public instruction. The attitude of the public regarding the salary of its expert officials is indeed puzzling. Too long have we schooled ourselves to think in terms of our poverty. It is high time for the southern States to abandon such a false attitude regarding public economy and begin to think in terms of efficiency, potential wealth, and justice. How long shall we continue to cherish in our hearts "the cult of the second best," as the lamented Edward K. Graham used to phrase it?



U. S. School Garden Army

SCHOOL GARDEN ASSOCIATION MEETS IN CHICAGO.

A meeting of the School Garden Association of America will be held in connection with the sessions of the department of superintendence at Chicago, February 24-26. The program is as follows:

MONDAY MORNING, FEBRUARY 24.

Gardening as an Organic Part of School Work—M. A. Cassidy, superintendent of schools, Lexington, Ky.

The Garden as a Community Factor—Superintendent L. H. Hinkle, superintendent of schools, Fort Dodge, Iowa.

Gardens from a Business Man's Standpoint—John H. Vander Vries, central district secretary, United States Chamber of Commerce, Chicago.

MONDAY AFTERNOON, FEBRUARY 24.

Symposium, 10-minute talks:

Chicago Plans for 1919—Dudley Grant Hayes, director school extension, Chicago, Ill.

Garden Markets—R. W. Guss, director school gardens, Cincinnati, Ohio.

The Garden and the Child—Mrs. Orville T. Bright, Chicago; Mrs. Wm. S. Hefferan, Chicago.

The Louisville School and Home Gardens—Miss Helen Fitz Randolph, special assistant with United States School Garden Army.

Address—Charles Lathrop Pack, president, National War Garden Commission.

TUESDAY MORNING, FEBRUARY 25.

An appeal from the Club Women of America—Mrs. John Dickinson Sherman, chairman conservation department, General Federation of Women's Clubs.

The Garden in Pictures—J. C. Muerman, special assistant director, United States School Garden Army, in charge of garden films and slides; illustrated with excellent lantern slides and moving pictures.

Address—L. F. Harris, president First National Bank, Champaign, Ill.

TUESDAY AFTERNOON, FEBRUARY 25.

An Official Organ for the Garden Movement—V. E. Kilpatrick, director school gardens, New York City.

Gardening as a Vitalizing Factor in Education—L. H. Dennis, State supervisor of vocational education, Harrisburg, Pa.

The Cook County School Garden Movement—E. J. Tobin, county superintendent of schools, Chicago, Ill.

The United States School Garden Army conference Wednesday at 10 a. m., place to be announced later.

SUCCESSFUL YEAR IN ATLANTA.

Of 10,642 children in the fourth, fifth, sixth, and seventh grades in the public schools of Atlanta, Ga., 7,540 had home gardens last year, according to a report submitted by the department of gardening and nature study. An average profit of \$7 was realized on each garden, or a total of \$52,150 for all the gardens.

The cost of the work for the year was \$2,000. In other words, it took an outlay of not quite four cents to produce each dollar's worth of vegetables.

Speaking of the educational value of the work, Miss May Harden, the director, says: "The physical, mental, and moral value of the work can not be estimated. The children have been brought into contact with nature, and this has helped to supplement city life by those experiences with the fundamental things which have always contributed most to the character of men and women of the world."

"Although we in Atlanta have no more than touched our capacity for making gardens and teaching facts concerning plant and animal life found in our environment, we have demonstrated the economic and constructive value of the work of this department and bespeak from the board of education its heartiest support. It is our desire to make the Atlanta public school system the leader of this work in the South."

GARDENING IN MINING TOWNS.

"As the first type of handwork, fundamental and economic, I would suggest gardening," says Orton Lowe, of Allegheny County, Pa., discussing education in mining towns. "This is possible in every mining village. Not only as a home occupation, but as school gardening it can be made an effective part of the course of study. By looking over mining towns in Fayette, Westmoreland, and Washington

Counties, school men will be convinced that the companies and patrons alike will approve of school gardening. Home gardening has been much encouraged by coal companies.

"To delve in the soil is a primitive instinct. To crave food is a very primitive instinct. When a teacher takes advantage of these two instincts and sees that the boy delves intelligently, and eats wisely, he has been educating such boy physically, mentally, and morally. And the occupation has been economic.

"As far as vegetables are concerned, every mining village can practically become independent in its food supply by proper gardening, drying, canning, and storing of its garden products.

"Of course, this fundamental work of gardening can not well go on until several things are done: (1) Our normal schools must train teachers in vegetable gardening in gardens—and not in books in a classroom. This should be required of every student before being granted a certificate to teach. I know one normal school that is going to require every member of its senior class to cultivate a garden plot this year. (2) School officers must see that enough land is available within reach of the school. A school lot in a mining town should be well selected and should contain at least 5 acres. It must not be forgotten that in mining towns where the homes are rented the school lot should become soil for the children of the community. (3) Not only should definite credit be given for the garden work, but all children from 9 to 14 years of age should be required to cultivate according to a plan a garden plot each year.

"In addition to a child's learning the economic occupation of vegetable gardening, he needs to know something of flower gardening. France, with all her burdens of war, tended her flowers and held her rose festivals all the while. The friendly earth should become the dwelling spot beautiful where the miner's child may find joy and contentment in the succession of the seasons and from which he may know the significance of seedtime and harvest. And all children in the upper grades should be taught the use of ornamental shrubbery in beautifying a home site. The child needs to know how to propagate shrubs and trees; he needs to know how to propagate fruits, including budding and grafting."

VOCATIONAL GUIDANCE CONFERENCE AT ST. LOUIS.

A conference on vocational guidance will be held at St. Louis, Mo., February 19, in connection with the annual meeting of the National Vocational Guidance Association, which precedes that of the National Society for Vocational Education. The program is as follows:

WEDNESDAY AFTERNOON, 2 P. M.

President's address.

Recent Developments and Future Tendencies of the Vocational Guidance Movement, Frank V. Thompson, superintendent of schools, Boston, Mass.

Lessons for Vocational Guidance from the Rehabilitation Program of the Federal Board for Vocational Education, Uel W. Lamkin, director of district vocational office No. 9, St. Louis, Mo.

Vocational Guidance and Reeducation of Industrial Cripples in Massachusetts, V. Otis Robertson, vocational director, Massachusetts Industrial Accident Board.

Suggestions for Vocational Guidance from the Experience of the Federal Employment Service, Theodosia Raines, professional service section, Federal Employment Service, Denver, Colo.

Plans for the Junior Section of the Federal Employment Service, Mrs. Anna Y. Reed, assistant chief, junior section of the Federal Employment Service.

The Use of Trade Tests in the Army, Dr. Walter V. Bingham, Carnegie Institute of Technology, Pittsburgh, Pa.

WEDNESDAY EVENING, 7.30 P. M.

The Vocational Guidance of College Women, Miss Helen M. Bennett, manager of the Chicago collegiate bureau of occupations.

Vocational Guidance in the Colleges and Normal Schools, Dr. E. George Payne, principal of Harris Teachers' College, St. Louis, Mo.

Recent Vocational Guidance Accomplishments in Boston, Miss Susan B. Glinn, director of the vocational guidance bureau, Boston, Mass.

The Work of the Cincinnati Bureau of Vocational Guidance, Mrs. Helen T. Woolley, director of the bureau of vocational guidance, Cincinnati, Ohio.

Vocational Guidance and Placement in Chicago, Miss Annie S. Davis, director of the bureau of vocational guidance, Chicago, Ill.

Plans and Progress in Vocational Guidance, George Platt Knox, assistant superintendent of schools, St. Louis, Mo.

Vocational Guidance in New York, I. David Cohen, instructor in vocational

guidance, College of the City of New York.

Cooperation Between the Public Schools and the Federal Employment Service, Jesse B. Davis, chief of the junior section, Federal Employment Service.

WHO SHOULD BE ADMITTED TO HIGH SCHOOLS?

Admission to high school is now, as a rule, based upon the completion of a prescribed amount of academic work. As a result many over-age pupils either leave school altogether or are retained in the elementary school when they are no longer deriving much benefit from its instruction. Should a similar conception of the articulation of the two schools continue after the elementary program has been shortened to six years, similar bad results will persist. Experience in certain school systems, however, shows that the secondary school can provide special instruction for over-age pupils more successfully than the elementary school can. Consequently we recommend that secondary schools admit, and provide suitable instruction for, all pupils who are in any respect so mature that they would derive more benefit from the secondary school than from the elementary school.—*From report of the National Education Association Commission on the reorganization of secondary education.*

THE LEAGUE OF NATIONS.

The true brotherhood of man will come only when we instill in every child's mind, in the heart and soul of every man and woman the conviction that love, liberty, and justice are the highest ideals that make life worth living and represent the true conception of our mission on earth. It will then be easy to form a real league and a brotherhood of man and nations, all united in a league of hearts in the hope of seeing the dawn of that era of peace and good will, of freedom and justice, for which many millions of brave soldiers have given their lives so gloriously.—*Señor Don Ignacio Calderón, Bolivian Minister to the United States.*

TEACHERS AND THE ALASKA SCHOOL SERVICE.

The educational work in Alaska under the direction of the Bureau of Education is limited to the native population, and is conducted for the benefit of adults as well as children. The work is practical in character, emphasis being placed upon the promotion of native industries, domestic arts, personal hygiene, village sanitation, and morality, as well as upon the elementary subjects usually taught in schools; it also includes the reindeer service, which is an important industrial part of the work in northern and western Alaska.

For this work persons of good educational qualifications, successful experience in teaching, upright character, philanthropic motives, good judgment, and ability to do effective work under adverse conditions are especially desired. Most of the schools are in primitive villages, remote from civilization; many of the villages have no regular mail service and can communicate with the neighboring settlements and with the outside world only by occasionally passing boats in summer and sleds in winter. For such schools married teachers, without children, are preferred. In some instances both husband and wife are employed.

The salaries in the Alaska school service vary according to the efficiency and experience of the teachers, the location of the schools, the expense of living, and the character of the work, ranging from \$70 to \$125 per month for white teachers, and from \$40 to \$70 per month for native teachers. Living expenses vary so greatly in the different regions of Alaska that it is impossible to make a general statement regarding the cost of living which will apply equally to all sections. The Bureau of Education usually pays the transportation of its appointees from their homes in the States to their destinations in Alaska, and in almost all places provides the teachers with a residence or with rooms in the school building, which are lighted, heated, and furnished with the most necessary articles of furniture.

All schools are day schools, the children receiving their entire support from their parents. The term varies from seven to nine months; in some places the teacher remains on duty the entire year, during the summer months devoting special attention to the welfare of the people. Appointments are usually made during the months of May, June, and July.

Persons desiring positions in the Alaska school service are not required to pass an examination, but must make application upon the form prescribed by the Commissioner of Education.

EDUCATIONAL LEGISLATION

ALABAMA TO HAVE SURVEY—WEST VIRGINIA CONSIDERING NEW SCHOOL CODE—EDUCATIONAL LEGISLATION PENDING IN OTHER STATES.

The Alabama State Legislature has passed a bill providing for a commission, to be appointed by the governor, to have a survey made of the educational system of the State. An appropriation of \$10,000 is authorized.

West Virginia will have a new school code if the Anderson bill recently introduced in the lower house is enacted into law. This and other proposed educational legislation is reviewed in legislative circulars Nos. 3 and 4, of the bureau of education, issued February 1 and February 8, respectively, and reproduced below:

Alabama.

Enacted into law:

S. B. To provide for the appointment of a commission to make a study of the public-school system of Alabama, and to make an appropriation therefor.

California.

Bills pending:

H. B. 38 (Kline): To establish a University farm in Riverside County.

H. B. 114 (Saylor): To provide for the establishment and maintenance of a bureau of child hygiene under the direction of the State board of health.

H. B. 240 (Saylor): To provide readers for blind students at the University of California, and to assist deaf students attending the National College for the Deaf at Washington, D. C.

H. B. 246 (Saylor): To provide for the establishment and maintenance of a day school at each State prison.

H. B. 467 (Polsley): To provide for the promotion and supervision of pre-vocational education in agriculture and other home occupations in the elementary schools.

H. B. 492 (Roberts): To provide for the organization and control of elementary school cadet companies.

H. B. 510 (Prendergast): To provide a new vocation for women to be known as dental nurses; to prescribe their duties and qualifications; to authorize them to perform certain operations upon pupils in public schools and other public institutions, or in private offices under special direction of registered dentists.

H. B. 516 (Hughes): To require certain high-school districts to provide part-time educational opportunities.

H. B. 547 (Saylor): For the purpose of effecting a separation of the deaf and blind departments of the California School for the Deaf and the Blind.

H. B. 567 (Hughes): Appropriating money to build a trade-school unit at the Chico State Normal School.

H. B. 734 (Ambrose): Authorizing the establishment of 24-hour schools.

S. B. 1 (Burnett): Providing for the erection of two State university-extension buildings, one at San Francisco and one at Los Angeles.

S. B. 22 (Sample): Prohibiting the use of the German language in any public or private school in the State.

S. B. 141 (Sharkey): Providing for the cooperative purchase of staple school apparatus and supplies through the office of county superintendent or county purchasing agent.

S. B. 166 (Sample): Providing for the appointment of a State inspector of school buildings and sanitation.

S. B. 226 (Boggs): Creating a San Joaquin State Normal School.

S. B. 520 (Jones): To provide for an assistant for the commissioner of industrial and vocational education, who shall be known as the supervisor of trade and industrial education.

S. B. 525 (Burnett): Prohibiting the employment of teachers of the grammar schools, high schools, normal schools, or of the State university in private schools.

S. B. 526 (Rigdon): Providing for the recognition and financial assistance of voluntary associations of school trustees.

New Hampshire.

Bill pending:

H. B. 262 (committee on education): Establishing a State board of education and amending the education law generally.

New Jersey.

Bills pending:

S. B. 49 (Pilgrim): Providing for attendance at least six hours each week in continuation school by employed children; requiring employers to allow each child to attend such school.

S. B. 50 (Pilgrim): Appropriating money for the State department of education for the establishment of continuation schools.

Pennsylvania.

Bills pending:

H. B. 26 (Cox): Extending the benefits of the Soldiers' Orphan Industrial School to orphan or destitute children of honorably discharged soldiers, sailors, and marines of the war with Germany and Austria.

H. B. 27 (Cook): Amending Section 227 of the School Code by providing that in districts of the fourth class each director shall receive \$2 for attendance at regular meetings of school board.

H. B. 31 (Curran): Providing a course of study in agriculture in the public schools in rural districts and providing State aid therefor.

H. B. 87 (Powell): Amending the School Code by providing for the appointment and the payment of expenses of delegates to State conventions or associations of school directors.

H. B. 104 (Davis): Amending section 803 of the School Code by providing that directors attending annual convention of school directors called by county superintendent shall receive \$5 per day instead of \$2.

H. B. 120 (Benchoff): Amending section 12 of the act of June 18, 1895, requiring pupils not vaccinated to be expelled.

H. B. 147 (Griffith): Same as H. B. 104.

H. B. 149 (Griffith): Amending section 2108 of the School Code requiring school directors to pay teachers \$5 per day in-

stead of \$3 for each day of attendance at annual teachers' institute.

H. B. 228 (Dunn): Providing for the establishment of a State agricultural school in the county of Philadelphia; honorably discharged soldiers, sailors, and marines to be given preference in the matter of admission.

S. B. 108 (Graft): To amend section 2034 of the School Code by authorizing and empowering the State board of education to make purchases and sales of real estate for the normal schools purchased by the State.

S. B. 117 (Weaver): Providing an addition to the salaries of principals, teachers, supervisors, and directors of special subjects employed by the several school districts, and making an appropriation therefor.

West Virginia.

Bills pending:

H. B. 40 (Anderson): To amend and reenact chapter 45 of Barnes Code of 1916, and to renumber the sections thereof; and to amend and reenact sections 3, 4, and 5 of chapter 15 M of Barnes' Code of 1916, all relating to education.

This bill provides a complete new school code. State board of education to consist of State superintendent and six members appointed by the governor. Said board to have educational control of State educational institutions and to succeed to powers and duties of State board of regents, school-book commission, and State vocational board. State board to have direction of training of teachers; also to make rules for public schools. State superintendent elected by vote of the people; to have general supervision of the public schools and to be chief executive officer of State board of education. County boards of education to consist of presidents of the several district and independent school district boards of education. "County-unit" system of school administration is provided in modified form. County board to control county high schools, to have general supervision of public schools, and to elect county superintendent. Provision for county conferences of school-board members. District board of education to consist of president and two other members. Minimum salaries of teachers fixed. Teachers to be appointed by local school board. Free textbooks must be provided, also school libraries. Medical inspection must be provided in independent districts and may be provided in common school districts. District high schools and county high schools may be maintained. County high-school tax authorized. State aid for high schools. Maintenance of junior high schools is authorized. State superintendent to have general direction of certification of teachers. High schools authorized to give normal training; State board of education to prescribe course of study; State aid for high schools giving such training. State funds for school purposes are increased. County tax provided for schools, but for high schools only. District taxes remain chief source of school revenue. Compulsory attendance, requirements, and other usual provisions are embodied in the bill.

WHAT SOUTHERN LEADERS THINK OF EDUCATION FOR THE NEGRO: A SYMPOSIUM.

Some months ago the Commissioner of Education sent to governors, State superintendents, and a few other prominent individuals in the Southern States the following letter:

"The shortage of labor in the South, the migration of the negroes, and the illiteracy of the negro soldier have combined to give new and increased interest to the education of negroes. The whole country, and especially the South, has begun to realize that the Nation can not be as prosperous and as efficient as it should be with one-tenth of its population ignorant and untrained. These facts have developed new importance in activities which the Bureau of Education has been conducting for the improvement of negro schools.

"In view of this attitude of mind it seems very desirable to have an expression of opinion on this subject from some of the representative citizens of the South. I am, therefore, writing to you for a brief statement of your conviction on the importance of educating the negroes. The following questions will suggest our thought:

"1. Can the South develop its economic resources without educating the negro?"

"2. Is it possible to make these States sanitary so long as the negroes are not taught the laws of sanitation?"

"3. Is the moral welfare of the South safe if the negroes are not given the essentials of an education?"

"4. What should be the character of the education of the masses of the negroes?"

"5. How important is it to train physicians, teachers, and ministers for a people who form one-tenth of the Nation's population and one-third of the South's population?"

"Sincerely, yours,

"P. P. CLAXTON,
Commissioner."

Twenty-six replies were received. One stated that the writer was about to make a public speech on the subject that would embody his answer; another was noncommittal. The remaining 24 replies are summarized below.

1. *Can the South develop its resources without educating the negro?*

"Not to the best advantage."

"I am firmly of the opinion that good schools should be organized and maintained for all of the negro children; that we are placing obstacles in the way of progress when we fail to provide for the moral and financial uplift of the negroes through education."

"It is my conviction that much of the progress we are looking forward to in the South depends upon what we do educationally for the negro. I do not believe that we shall ever fully develop our economic resources, nor improve health conditions, nor indeed advance our moral welfare without giving to the negro far more training of every sort than we have been giving him."

"The development of economic resources depends upon efficient service. Men are efficient in keeping with their mental ability. This ability depends upon training or education. Therefore the negro can not do his part in developing the economic resources of the South until he is educated."

"In my opinion the South can not properly develop its economical resources without educating the negro along the lines best suited to his aptitudes and capabilities."

"Intelligent trained help will hasten the economic development of the South."

"In my opinion the South can not develop its economic resources without properly training the negro to become a factor in economic development."

"It goes without saying that the illiterate man is not as efficient as the educated man. Therefore it would appear that the intelligent colored man is worth more to his white neighbors than the ordinary illiterate laborer."

"It seems to me a very evident fact that the South can not develop its economic resources without educating the negro."

"The South would be delayed and considerably handicapped in developing its economic resources without giving the negro race proper training and education."

2. *Is it possible to make these States sanitary so long as the negroes are not taught the laws of sanitation?*

"The States having negro population can not become as sanitary as they ought to be so long as the negroes are not taught the rules of sanitation."—Former Supt. W. F. Doughty, Texas.

"I think it impossible to make the Southern States sanitary so long as the negroes are not taught the laws of sanitation."

"It is clearly impossible to make the Southern States sanitary without teaching the negroes the laws of sanitation. The fact that the negro woman occupies so intimate a place in the kitchen, and oftentimes as the family nurse, makes it doubly necessary for negroes to be taught the laws of sanitation. From the standpoint of their own race, it is hard to conceive how the proper physical development can ever be reached until their homes are kept cleaner and their manner of living much improved."

"Positively no. Can we expect to keep our body clean and healthy with a running sore?"

"Obviously not. We are all in the same boat, and disease germs know no color line."—Rev. C. B. Wilmer, Atlanta, Ga.

"It is imperative for the sake of the health of the white people as well as for the sake of the negro that we teach the laws of sanitation and hygiene to the negro."

3. *Is the moral welfare of the South safe if the negroes are not given the essentials of an education?*

"Education alone does not insure morality."

"No. There can be neither moral excellence nor iniquity of either race that the other does not necessarily share. Self-respect is an essential foundation of moral uprightness, and under modern conditions education is essential to self-respect."

"I do not believe that the moral welfare of the South, taken as a general proposition, is as safe as it would be if the negroes were properly educated."

"I do not consider the moral welfare of the South jeopardized by the negro."

"Moral welfare of the South will be as seriously affected by ignorant negroes as by ignorant whites."

"It has not been so, and I believe no political alchemia can make it so. It has been my privilege to travel in and throughout every State in the South, and I have found many unsafe places because of the ignorance of the negro."

"* * * The white South is not safe morally unless we shall raise the moral standards of the colored people, and, of course, as a Christian Nation we are absolutely obligated to foster moral life for those who are less advanced as well as for the more advanced people."

4. *What should be the character of the education of the masses of the negroes?*

"The predominant type of education given the negro should be such as to give him manual and technical skill, but along with this should go such educational opportunity as will provide for the training of the necessary number of physicians, teachers, and ministers to meet the needs of the race. Furthermore, the conditions under which such instruction is given should be such as to insure a proper adjustment between the races and to local environment."

"Industrial and vocational, largely. Dr. Booker Washington voiced the great need for another generation, at least."

"Impress upon them the importance of sanitary laws, give them a good common-school education, teach them thrift and industry, and by example show them that there is work for all to do."

"I am inclined to believe that in the elementary grades the fundamentals of an English education ought to be thoroughly taught. I hold to the general view that all elementary education ought to be more intensive rather than extensive, ought to be more educative rather than merely information. I believe this applies particularly in the case of the negro."

"After the sixth or seventh grade, I think that the education for the negro ought to be very largely industrial and vocational. I particularly entertain the hope that we can make some headway in teaching them the elements of agriculture and the matter of better farm life among them."

"Industrial education. This is not intended to exclude such colleges as are essential to the production of teachers of the highest type possible. Wherever possible, college under white race administration should be encouraged."

"Mostly industrial, but the negroes themselves should be allowed to answer this question."

"In general, such as will increase their intelligence enabling them to increase their earning capacity and bring to them a realization of the necessity for better and cleaner living."

(Continued on page 16.)

FOREIGN NOTES.

CHANGES IN ARGENTINA.

Public instruction in Argentina, which was reorganized by act of March 1, 1916, providing for an intermediary school between the primary and secondary grades—an innovation which was in effect for only one year—is about to undergo further and more important changes, according to the December Bulletin of the Pan American Union. These are embodied in a bill submitted by the Executive to the Argentine Congress in August last.

The changes or reforms contemplated in the proposed law apply to all grades from primary to the higher instruction imparted by the universities. The main purposes of the bill are the nationalization of education; the establishment of primary schools throughout the entire country; a better correlation between primary and secondary education and the subordination of the latter to the universities so as to better prepare the student for higher studies; and, finally, the endowment of public education with revenues of its own, doing away with the system of subsidies hitherto in force.

To check the spread of illiteracy among children, special schools called "tutoriales" are established at certain given places as centers where instruction is given to such children as can not attend the regular schools because of the distance from their homes. Teachers who have during the year imparted a certain minimum of education to children not registered in the regular schools shall receive extra compensation for their work. Authority is given the National Council of Education to establish primary schools at places where there are at least 20 illiterate children of school age.

The mission intrusted to the national colleges (secondary schools), as defined in the bill, is practically of a cultural and educational character. The universities will have control over all matters relating to secondary education, such as the selection or determination of the curricula, the length of the course, and all other details.

Important changes are also introduced in the system of normal education by separating the general from the pedagogical or strictly professional studies. The former must precede the latter, which will have a much more intensive curriculum in the last year.

There is to be a technical board whose duty it will be to introduce new ideas and plan the curricula which shall be in keeping with the necessities of a practical

education. This is a subject to which the Government desires to give due attention, in view of its growing importance during the last few years.

EDUCATION IN THE STATE OF SÃO PAULO, BRAZIL.

Dr. Altino Arantes, president of the State of São Paulo, in his recent message to the State legislature, deals extensively with educational progress in São Paulo. According to the message, there are in the State 170 school groups, 30 in the capital and 140 in the interior. The number of pupils attending these schools in the capital was 27,504, and those enrolled in the other sections of the State numbered 71,553. Besides these groups, the State has 1,640 isolated schools, of which there are in the capital 183, with an attendance of 9,743 pupils, and 1,421 in the interior, with an enrollment of 54,912. The school medical inspection office under the general board of public instruction commenced work in February, 1917, and during the year made 645 visits to public schools, 273 to private schools, and 47 to colleges and boarding schools. In addition, 5,431 individual examinations were made, 11,795 general medical inspections, 1,473 vaccinations, 9,680 revaccinations, as well as other duties minor in character, but important to the betterment of school sanitation.

In the gymnasiums or secondary schools of São Paulo, Campinas, and Ribeirão Preto the number of students enrolled was 893, of whom 43 completed their secondary education and 40 graduated as bachelors of science and letters. The normal schools had an enrollment of 3,726 and the polytechnic school had 185 students, 25 of whom graduated as engineers.

A BRITISH INSTITUTE FOR THE STUDY OF RUSSIA.

The creation of a British institute for the study of Russia has recently been advocated by the Russo-British Fraternity, of which the Prime Minister is honorary president.

At a conference held by the society in London it was pointed out that the creation of such an institute would greatly develop British interests in Russia not only along cultural but more directly along political and commercial lines.

The nucleus of the institute exists already in those secondary and higher institutions of England where the teaching

of Russian is at present practiced. The new institute, as planned by the society, would deepen and broaden these studies. Government support is earnestly urged, for only then success could be assured.

By offering proper training and furnishing reliable information the consular service would be greatly benefited and England, according to a paper read at the conference, would then have "a corps of Government servants in Russia superior to anything which the Germans were at present capable of putting against us."

Lectures on Russian commercial geography, mining and mineral wealth, seaports and their capacity, agricultural machinery, etc., would further British interests in that country.

In particular the school proposes, as stated by one of the conferees, (a) to provide courses of Russian studies; (b) to provide facilities for research in Russian subjects and to publish approved works of research; (c) to render more accessible to British students the works of Russian specialists; (d) to act as a central bureau for the collection and dissemination of information about Russian subjects; (e) to cooperate with the Russian departments of the universities and other bodies interested in Russian studies; and (f) to cooperate with those Government departments which require expert knowledge of Russian conditions.

PRIMARY EDUCATION IN COSTA RICA.

The Executive of Costa Rica, under date of July 10, 1918, approved a law relative to teachers for primary education, directing that all teachers for the official or public schools shall be appointed by the department of public instruction with the advice of the circuit inspectors. The requirements for appointment, the Pan-American Union Bulletin states, are that the candidate shall be over 18 years of age and have a professional title or certificate of fitness, besides other minor qualifications. Fitness for the position of teacher is shown either by the diploma issued by the school or by the certificate of fitness issued by the general superintendent of education. Teachers who obtained their diplomas abroad are not qualified to teach unless such titles have been validated after an examination before a board called the qualifying board for the teaching personnel, except as provided by international treaties.

Every returning soldier who can do so should continue his education. If he left college to enter the Army he should go back to college. The world will need educated men more than ever in the years to come.

N. E. A. MEETS AT CHICAGO.

(Continued from page 1.)

Victor Olander, representing the American Federation of Labor; and George D. Strayer, president of the National Education Association.

"Government activities as they affect the schools" will be considered Wednesday evening. J. H. Carothers will tell about "War Savings"; J. W. Studebaker, the "Red Cross"; and L. D. Coffman, "Educational service"; C. A. Prosser will outline the work of the Federal Board for Vocational Education; Miss Sarah Louise Arnold will tell of the food conservation work in the schools; H. W. Wells will describe the Boys' Working Reserve; and G. Stanton Ford will undertake to explain how the schools in turn have affected Government activities.

Sessions Thursday and Friday will discuss changes in methods in the various school subjects made necessary by the war, and means of giving instruction in citizenship.

Other Organizations.

In addition to the department of superintendence a number of other departments and associations will hold meetings the week of the 24th at Chicago. The Council of State Departments of Education meets February 25. There will be three conferences of superintendents of cities of the different population groups on Thursday, February 27. The National Council of Education will hold sessions Monday and Tuesday, February 24 and 25. The Bureau of Education has scheduled seven conferences in various fields. Other organizations include the Department of Normal Schools, the National Association of State Supervisors and Inspectors of Rural Schools, the Department of School Administration, the National Council of Teachers of English, the National Association of Directors of Educational Research, the Educational Publishers, the International Kindergarten Union, the American Home Economics Association, the Conference of City Normal Schools, the School Garden Association, the Society of College Teachers of Education, the National Council of Primary Education, the National Society for the Study of Education, the National Federation of State Educational Associations, the Association of Departments of Education in State Universities and Land Grant Colleges, the National Congress of Mothers and Parent Teacher Associations, the National Association of High School Inspectors and Supervisors, the National Association of Secondary School Principals, the National Association of Teaching Agencies, the National Council of Executive and Administrative Women in Education, and the National Community Center Association.

THE NATION'S OBLIGATION IN EDUCATION.

There can be no equalization of educational opportunity for the children of the people of this great Nation without the heartiest cooperation of the Nation, the State, and the community. Every child born into this world, in this Nation, is a Nation's child, and, as the Nation's child, the Nation has an obligation to it for his proper education, because the Nation suffers from his weakness, or it profits from his strength. Every child born into this world in this democracy is a State's child, and, as a State's child, the State has an obligation, because the State has a little more to suffer from his weakness and a little more to gain from his strength. Every child is a community's child, and, as the community's child, the community owes it an obligation and it should bear a part of the burden of its education, because the community suffers more from his weakness and ignorance, and gains a little more still from his strength, but only through the cooperation of these three can we have anything approaching equalization in education. I

WHAT SOUTHERN LEADERS THINK OF EDUCATION FOR THE NEGRO.

(Continued from page 14.)

5. *How important is it to train physicians, teachers, and ministers, for a people who form one-tenth of the Nation's population, and one-third of the South's population?*

"Tremendously important; neither race is safe without it."

"It is imperative that physicians, teachers, and ministers should be trained and they should be of the negro race."

"I think it is important to train negro physicians, especially negro teachers and ministers. My observation is that a great deal of the mysterious and the superficial yet clings to the teaching of the average negro minister. He commonly has a good grip on his people. I know of no better way to bring the negroes, as a race, to a just and sane conception of the fundamental principles of Christianity, than by, first of all, giving their ministers this conception."

"In my opinion it is of supreme importance for this race to have qualified leaders in these professions from among its own people. This is hardly open for debate, but I believe is manifest, at least to those more conversant with the conditions existing between the two races whose needs are better known and understood by the southern people than any others. I do not know how to measure the importance which you call for, but believe it to be a supreme duty incumbent upon both races to aid, in one way or another, in the training of these leaders."

"* * * There should be education of the negro for physicians, teachers, and preachers among their own people, as it is always necessary, in order to build up a race, to have leaders among this race. One of the hand-

am asking for cooperation; I am asking simply for the Nation to bear its part of the obligation for the education of the Nation's child; the State to bear its part of the obligation for the education of the State's child, and the community to bear its part of the burden for the education of the community's child.—J. Y. Joyner.

Americanization education is insurance; the cheapest way—and the only sure way—to make our part of the world safe for democracy.

Without tools and machinery and educated skill to turn them into houses, furniture, and implements for men, vast timber resources are but so many trees cumbering the soil; without educated brain and skilled hands the fertile soil, timbered land, water power, and mineral deposit must lie idle or be ignorantly squandered.—*Bureau of Education Bulletin, 1917, No. 22.*

The Public Education Association of Buffalo edits a school section in one of the Buffalo papers every week.

caps of the negro has in the past been too many preachers of the kind. What the negro race needs is some well-trained, well-educated, high-character negro ministers with a vision that can measure proper relations and direct their people in the right way."

"The choice spirits of the youth of the negro race will return from the war with a world vision. Simple justice and racial fair play would seem to demand that a fair chance to realize their aspirations be given and to fit their leaders to be leaders indeed, and not blind guides whose ambitions, if undirected and unrestrained, will be a menace to themselves and to others. How great is the lack of well-trained teachers and professional men and women is well known to those who know conditions in the South."

"Consider it all important to have leaders, especially trained as physicians, teachers, and ministers, who should be leaders in every sense of the word to teach the negroes that there is a community interest existing between the two races, and they as exponents of true American citizenship should be educated and have visions sufficient to lead their race aright."

"It is more important that the teachers, ministers, and doctors for the colored people should be trained than it is for the white people. Where there is a lower grade of intelligence on the part of the people who are to be served it needs a more thoroughly trained leadership in order to get the same results. One of the tremendous needs of the South is that there shall be more and better equipped medical schools for colored people. Certainly the problem of the teacher for the colored school is one of the outstanding problems of the South; and if we are ever to reform the moral situation among colored people, we must have a better trained ministry. In all of these phases we are very greatly dependent upon better training of every kind."